CONCORDIA UNIVERSITY

Graduate Studies News

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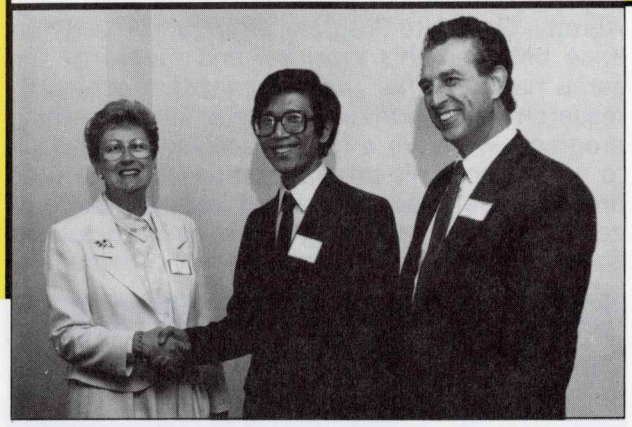

Yongqing Fang(C) winner of the Shell Canada Ltd. Doctoral Fellowship; Phyllis Miyauchi(L) Community Affairs Representative, Shell Canada Ltd.; Sheldon Wamboldt(R) Manager, Process, Engineering Montréal East Refinery.

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From the Dean's Desk

The power of words

Among the topics of discussion at the recent annual meeting of the Canadian Association Graduate Schools in Montréal was the question of the **quality of language** in theses submitted by graduates of Canadian universities. It was felt that in general the linguistic skills of our graduates were inadequate and that the universities should address this problem.

One of the duties of a Dean of Graduate Studies is to preside over the defence of doctoral theses, and as I sat and listened to a large number of such presentations this year, and as I leafed through the theses in front of me, I often asked myself whether the written work of our own new "ph(ilosophiae) d(octor)" candidates does justice to the wisdom and knowledge acquired by these students during their graduate studies.

I therefore decided to take a fresh look at Funk and Wagnalls' Standard Handbook of Synonyms, Antonyms, and Prepositions, and to revive my sense of the meaning of **wisdom** and **knowledge.** I would like to share my findings with you, our graduate students. I found the results of my perusal interesting and revealing and as you write up the results of your studies and research, I would like you reflect on these definitions:

"**Knowledge** is all that the mind knows, from whatever source derived or obtained, or by whatever process; the aggregate of facts, truths, or principles acquired or retained by the mind, including alike the **intuitions** native to the mind and all that has been learned respecting phenomena, causes, laws, principles, literature, etc. There is a tendency to regard **knowledge** as accurate and systematic, and to a certain degree complete; and in this it approaches the meaning of **science. Information** is **knowledge** of fact, real or supposed, derived from persons, books, or observation, and is regarded as casual and haphazard. ...

Learning is much higher than **information,** being preeminently wide and systematic **knowledge,** the result of long, assiduous study; **erudition** is recondite **learning** secured only by extraordinary industry, opportunity, and ability. **Wisdom** is the power of using **knowledge** and **experience** in thebest way; **comprehension** is the act of understanding; **intelligence,** readiness of **comprehension. Scholarship** refers to proficiency in **knowledge.** ...

Enlightenment, erudition, information, knowledge, learning, and **skill** are acquired, as by study or practice. **Insight, judgment, profundity** or **depth, reason, sagacity, sense,** and **understanding** are native qualities of mind, though capable of increase by cultivation. The other qualities are on the borderline. **Judgment,** the power of forming decisions, especially correct decisions, is broader

and more positive than **prudence,** leading one to do, as readily as to refrain from doing; but **judgment** is more limited in range and less exalted in character than **wisdom;** to say of one that he displayed good **judgment** is much less than to say that he manifested **wisdom. Skill** is far inferior to **wisdom,** consisting largely in the practical application of acquired **knowledge,** power, and habitual processes, or in the ingenious contrivance that makes such application possible. In the making of something perfectly useless there may be great **skill,** but no **wisdom.**"

As you enter the holiday season, I would like you take the time and have some fun by reflecting on these definitions and ask yourselves whether you are in fact taking full advantage of the opportunities for advancement which a graduate education affords. Wilfred Funk has written several books on ways and means of increasing your word power. These books are inexpensive and make entertaining presents. Here is a small sample. Among the "nouns of pleasant meaning" in Funk's **Six Weeks to Words of Power,** the following list appears: paragon, vindication, gusto, accolade, veracity, profundity, exuberance, éclat, and affluence.

Let me use these word to describe to you the ideas and values which will surround the **prix d'excellence,** an award recently established by the Chambre de Commerce de Montréal for the "best" Ph.D. thesis written at either Concordia, École Polytechnique, Hautes Études Commerciales, McGill, Université de Montréal, or Université du Québec à Montréal. This thesis will undoubtedly stand out as a paragon of excellence and its author will indeed deserve accolades. It will probably be defended with great éclat and will be a testimony to the exuberance and veracity with which the candidate has worked towards its completion. It will also embody a profundity of wisdom and knowledge and can be expected to be presented to the examiners with gusto. It is also likely to secure a position of affluence, both spiritual and material, for the accomplished scholar.

Merry Christmas and a Happy New Year to you all.

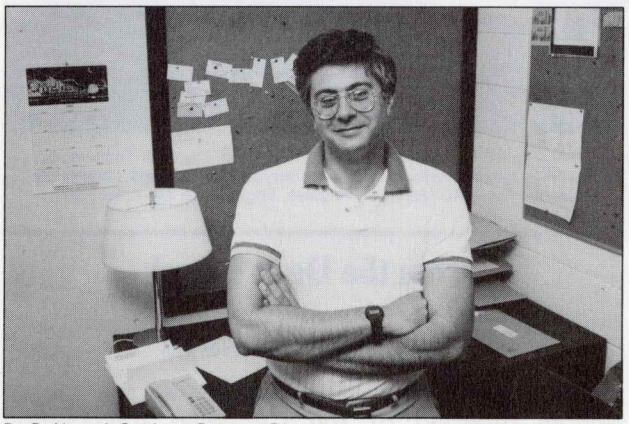
M. E. Szabo

M. E. Szabo

Educational Studies: Diversity and Focus

For most people the word education brings to mind memories of grade school: the smell of a new rubber eraser and chalk dust, or the crackling of the spine of a brand-new textbook when you open it. But for those working on their master's in Educational Studies at Concordia, education is a multi-faceted jewel. It can focus on how and why we learn - and it can be studied in light of other disciplines.

"In Educational Studies we look to the future with expectations that we can help deal with difficulties in the educational system and that we can develop solutions to these problems," said Philip Abrami, Graduate Program Director. "The difference between this program and others of the same name is that we emphasize a scholarly-research orientation rather than a teacher training program; we have a multi-disciplinary approach to education. This program concerns itself with broad issues in education and with the state of education as seen through the eyes of sociology, anthropology, psychology, history, philosophy and adult education. From a practical point of view, the program is quite flexible and remarkably adaptable to the needs of an assorted student population."



Dr. P. Abrami, Graduate Program Director.

"Not only is there a diploma in adult education but beginning this year the master's program offers a concentration in adult education. We're very pleased with the number and quality of students that we have attracted and we expect that aspect of the master's program to develop," Abrami added.

Students may enrol in either: **Philosophy and History of Education** or **Social and Behavioral Foundations of Education.** Students who enter the thesis option of the program must chose a thesis topic in consultation with a faculty thesis advisor and have the topic approved by the appropriate graduate studies committee of the department.

Susan Cass, a graduate of comparative development studies in anthropology at Trent University in Peterborough, Ontario, is studying adult educa-

tion with the eyes of a person who has spent 10 years in the work force. "Shortly after graduation I became interested in international development and cross-cultural work after having worked as a liaison officer and career counselor for two years at Trent," said Cass. "It stirred my interest in education - my wish is to pull together my preoccupation with education and international cross-cultural development and to approach issues related thereto from a multi-disciplinary perspective."

"I came to Montréal and was very fortunate to find the Diploma in Adult Education." When Cass found out that Concordia was expanding the master's program with the special attention to adult education, she immediately enrolled.

"Initially, it started as a one-year project to help clarify where I should go professionally," she said. "This program seems to meet my needs because it is so broadly based, it gives me room to cultivate and explore which other programs seem not to." Her focus for the thesis is the training in cross-cultural conflict resolution. "This is special training for adults working in international and national programs," she added. "There are many factors involved in conflict," she noted, "communication, problem solving, getting to the root of problems and designing action to resolve conflict. People involved in this type of training learn to be more effective at probing intricate questions and they come to get a more fundamental grasp of what the real issues are."

Courses such as 'Educational Concepts and Research', 'Topics in Philosophy of Education', 'Topics in Anthropology and Education', and 'Evaluating Adult Learning Projects' indicate a small part of the gamut covered by this active program. Abrami noted that multi-cultural and minority educational issues are very much needed and they are quite popular in contemporary Canadian society. A wide array of projects being conducted by the 60-70 full- and part-time students in the program include research in such timely topics as women's issues and the impact of computer use in education.

"One of my students recently did work at the Université de Montréal on minority and immigrant students. This study looked at attribution or causal beliefs of these students with respect to learning and it highlighted the ways these students were and were not different from native Canadian students," he said. "What surprised me about the data is the high incidence of similarity between the groups; we had expected marked differences."

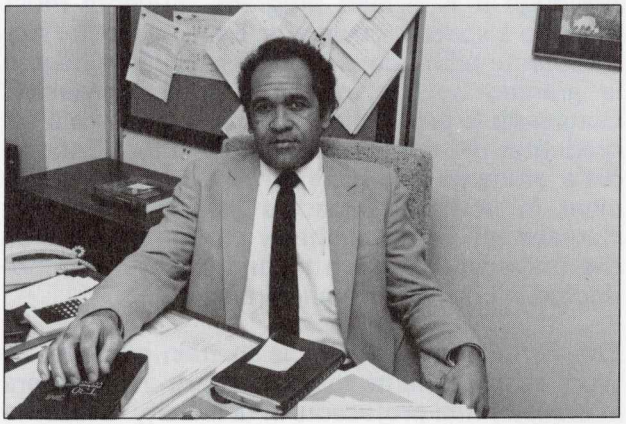
Abrami, who came to Educational Studies from psychology, is currently working on integrating co-operative learning with comprehensive instruction. "Basic research has become increasingly important," he contended, "and the academic view has taken on new value."

The 45-credit program has a thesis and a non-thesis option and is open to students with a B average in a bachelor's degree with the appropriate concentration in the student's proposed field in educational studies, or the equivalent.

For further details about the Master's Program in Educational Studies, please call (514) **848-2034,** or write Dr. Philip Abrami, Graduate Program Director, H 549-35, Concordia University, Montréal, Québec, H3G 1M8

The Doctoral Program in Administration: High Energy

One of the first things you notice when you walk into the headquarters of Concordia's Ph.D. in Administration Program is the energy level: the place buzzes with activity. Phones ring constantly and there is brisk activity as people go to meetings or various office consultations. But the people with their folders take time for a smile and a hello or to point the way to the office of the



Dr. C. Ross, Graduate Program Director.

person whom you want to see. Efficient. Friendly. Helpful.

"The program office is very supportive; it has a warm and friendly atmosphere," reports Ph.D. candidate Jennifer Thomas. People go out of their way to make doctoral students welcome, both morally and with facilities."

"The faculty provides an atmosphere which is a drawing card for students," contends Concordia's Graduate Program Director Chris Ross. "We do care for our students and we try to give them the best of the resources we have."

Students are provided with offices and have ready access to the computing facilities of the program. Access to computers is an asset to any Ph.D. student; to Thomas, a student who is researching the administrative use of artificial intelligence, this access is critical.

The wide variety of research is the main attraction of the program. "Students are attracted to faculty members who do research and have money for research," said Ross with a smile.

"Obviously, a doctoral program is a research program and our individual faulty members are well-known throughout Canada for their research. We have the best Finance Department in Canada and in the realm of Decision Management we are up-and-coming."

Concordia considers the joint bilingual program a stunning success. Concordia is a partner with McGill University, Hautes Études Commerciales at the Université de Montréal and the Université du Québec à Montréal. There are currently 16 students in the program. Dr. Ross is also the Director of The Joint Doctoral Program in Administration which joins the Montréal universities in this dynamic and innovative way. "It is exciting, working successfully with three other universities in Montréal for 11 years," said Ross. "We counterbalance each others' weaknesses and have created strength by working together." One significant advantage of a joint program is the large number of professors available to advise students: 249 throughout the four universities.

Although it is a joint program, students must apply to a specific university. Each university has a separate admissions procedure and the degree is granted by the student's home university. Concordia is proud that ten of the program's 42 graduates did their studies here and that Concordia's students emerge from the program proficient in both of Canada's official languages. Courses are team-taught by professors from all the universities, which means classes are conducted in both English and French.

The aim of this program is to train students to work as consultants to government, researchers in industry and professors in university. Students can specialize in any of seven areas of commerce - accountancy, finance, business economics, management, policy and organizational behaviour, marketing, and decision sciences and management information systems.

Phase I of the degree gives a broad base in diverse areas of commerce other than the field of specialization with which a student may enter the program. Phase II takes 12-18 months to complete under the supervision of the Phase II committee. This committee establishes courses that the student must take; two research papers and the comprehensive examinations are also completed under the tutelage of the committee. In Phase III, students work with thesis committees which supervise students from the thesis proposal through writing the thesis and on to the oral defence of the thesis.

Theses submitted since the inception of the program cover an exciting and wide spectrum of topics, ranging from **The Demand for Risky Assets: A Canadian Context,** to **An Investigation of the Relationship Between Management Control Systems and Organizational Strategies.** The thesis of Barbara Austin-Wright, presently in progress, treats the business strategy of Dominion Textiles over a 100-year period. A unique way of identifying company strategies, this significant research delves into all the decisions the company made in order to map out the tactics used to make these decisions.

A graduate now teaching at the Université de Montréal used an innovative approach to study strategies that sales personnel use: he videotaped sales presentations and analyzed them to develop a methodology.

What draws people to advanced research in business administration? The answers are as individual as the person asked. Ross, who specializes in marketing and development, said he was motivated by how marketing and development could be used to benefit developing countries. "People use knowledge of marketing not only to sell razor blades but also for special concerns," maintained Ross, who saw how marketing programs helped encourage people to promote literacy in his native Jamaica before he and his wife moved to Canada. "I was involved in a marketing program that encouraged people to save money by using savings accounts," he added, pointing out that this action not only secured savings but also benefitted the economy.

"A lot of people think marketing only exploits consumers, but I believe that I can practice my field of expertise and contribute to the general good at the same time," maintained Ross.

A fully qualified candidate entering the program is required to complete a minimum of 90 credits. Candidates from cognate disciplines are generally required to complete more than the minimum. Interested applicants should call or write the Program Director Dr. C. Ross, (514) **848-2707,** Ph.D. in Administration, GM 500-19, Concordia University, 1455 de Maisonneuve Blvd. West, Montréal, Québec, H3G 1M8.

Graduate Profile: George Pollard, Ph.D.

Dr. Pollard is a 1987 graduate from Concordia's Humanities Program. His thesis "Decision Acceptance, Organizational Structure and Professionalism Among Radio Newsworkers" called upon a wide range of interests in research methods, in mass communication, in news media processes, practices and organizations, in sociology and political science and in business administration.

Currently Dr. Pollard works with **'decision insight'** and prepares journal submissions that deal with media and cultural policy research, analysis and development as well as media relations. He also lectures at the University of Ottawa in the Department of Communication.

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